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ABSTRACT

This guidebook is designed to assist schools in providing appropriate education experiences for all gifted and talented children, regardless of the child's talent area, age, ethnic origin, or economic level. Chapters address: (1) the development of an educational plan, what is reasonable to ask schools to do, and what kind of teacher is best for a gifted child; (2) characteristics of different gifted children, the five domains of giftedness and talent, and determining whether a child's strength is a gift or a talent; (3) evaluation of five key areas to aid in developing an effective educational plan; (4) determining the type of education a gifted child should receive, curriculum modifications, and guidelines for assessing modifications; (5) subject-based acceleration; (6) grade-based acceleration; (7) grouping within the school, whole-class strategies, small group strategies, and a possible set of steps for a teacher; (8) additional program provision in schools, such as in-school enrichment options for gifted children, projects and self-direction, tutoring, and content and curriculum modification provisions; (9) out-of-school provisions for gifted children; and (10) developing a child's plan and guidelines for school and parent cooperation. (References are provided for each chapter.) (CR)

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